**Teacher Notes for STSE Activity** (Rationale for STSE set-up)

* Introduce to students the STSE activity. A power point presentation has been provided to introduce the activity. The first few slides provide the background information on our issue and the curriculum expectations that are addressed by the activity. These slides are followed by a general outline of the days to come for the students in regards to this assignment. For more detailed information on our issue you may want to check out <http://actrav.itcilo.org/actrav-english/telearn/osh/kemi/chemicaa.htm> or have your students visit the site.
* Provide students with a checklist. This checklist not only provides students a general outline of the tasks involved in this activity, it provides an opportunity for students to practice self-regulation. It also has a section for the teacher’s initial so teachers can monitor students’ progress to ensure they are on task and will be ready to finish their final product in time for the Information Fair.
* Assess students’ knowledge. A quiz has been included as part of the student handouts to be used as an assessment as learning. This will provide the opportunity for teachers and students to know what still needs to be clarified before students start this assignment.
* Teach students Plus Minus Interesting. To help students to make a recommendation at the end of this activity, provide students with scaffolding by teaching them how to do a Plus Minus Interesting analysis.
* Instruct students choose a career to investigate. This may be a challenging task for some students so a list of careers has been provided within the power point presentation to help students.
* Teach students how to do research. In order for students to make a decision. Work with the librarian to teach students how to do research and find level-appropriate and relevant resources. A sheet for students to record their sources has been included in the student handouts.
* Provide graphic organizers to students. Graphic organizers have been included in the student handouts to help scaffold the assignment for students; to help them in deciding whether they would recommend this job for others and what advice they would offer to minimize the risks involved. We suggest that you do not provide these graphic organizers all at once to not overwhelm your students. Note: The first graphic organizer—the one on the general information of the career—can be filled out by having your students go to [www.careercruising.com](http://www.careercruising.com). Your librarian should have the username and password to this site.
* Allow time for students to create their public service announcement. The public service announcement is a way for students to inform others of the career they investigated and whether or not they recommend others in pursuing such a profession. Their recommendation should be informed by what the career generally entails and their assessment of the impact of chemicals used on the job on human health and the environment. To not impede on students creativity, students should be given flexibility in the way they would like to present their information (e.g., poster, ad).
* Evaluate students’ final product. Evaluate students’ graphic organizer and final product. A rubric has been included to assess their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Information Fair! This should be coordinated in advance with teachers teaching grade 9 science.
* Have students learn about other careers. A PMI graphic organizer has been included in the student handouts for students to fill in during the Information Fair. This will motivate students to be prepared for their presentation and allow everyone the opportunity to explore other careers. To allow time for everyone to look around, the fair should be divided into blocks of time (e.g., 15 mins) where some student are assigned to be at their final product to present; this then allows students the rest of the time to explore other careers.